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| **…………………………………………………………….** | | Week 18  Jan 15-18  4 periods | Week 19  Jan 21-25  5 periods | Week 20  Jan 28- Feb 1  4 periods | Week 21  Feb. 4-8  2 periods | Week 22  4 periods | Week 23  Feb 18 – 22  5 periods |
| **Handling Data**  ☑Collects, records and displays data on a bar graph . (Phase 3)  ☑ Groups a set of objects according to at least two different criteria and explains the concept of class inclusion. (Phase 2)  ☑ Places outcomes in order of likelihood: will happen, might happen, won´t happen. (Phase 2) |  | Bar graph modelled by the teacher | Heinemann –Handling data workbook page s 1,2  Independent  Station 1  Grouping animals by at least 2 criteria (Jayá)  Don´t assess  Small groups teacher guided  Stations 1 | What habitat do you know?  STATIONS 1 (independent/tally chart)  Bar graph (stations 2/teacher leading) | Ind. Station  Heinemman 2 (H.D.) Pages  3-4 | Probability game  (half group) | Bar graph of how people adapt to the environment (stations 1 with teacher) |
| **Measurement**  Estimates, compares and measures, with non-standard units of measurement, height and weight (short, tall, heavy, light). (Phase 1) |  |  | Introduce Height in surroundings (compare and measure)  Don´t assess  Small groups  Teacher guided  Stations 1 |  | Introduce weight (compare) heavy/light  (station) |  | Subject specific unit:  Survey: what non standard units people use to measure (stations 1 with teacher) |
| **SHAPE & SPACE**  Sorts 3D shapes (cube, rectangular prism, sphere, cylinder and cone). (Phase 1)  ☑ Identifies symmetry in their environment. (Phase 2)  ☑ Draws simple maps with references (Starting point-ending point)  (Phase 2) |  | Introduce symmetry | Sorts 3D shapes & make a model using recyclable material collectively  Independent  Stations 2 | Identify positions in the path (behind, between, next to and in front)  STATIONS 1 with teacher |  | ,  Explain symmetry using body, tangrams and blocks (video/(half group) | Draw a map of a place from the surroundings: starting, ending point Half group |
| **Patterns & function**  Makes graphic representation of patterns both left and right with 4 objects, using at least three variables color, shape and size). (Phase 1) |  |  |  | Classify blocks and make patterns with 3 objects (create them in group)  STATIONS 1 with teacher |  |  | Complete a pattern with concrete material a pattern (both sides) Half group  3 or 4 objects and then copy them |
| **Number**  Identifies numbers up to 30. (Phase 1)  ☑ Connects number names and numerals to the quantities they represent (Phase 1)  ☑ Estimates quantities in real life situations (Phase 1)  ☑ Using objects finds, draws and orders all possible 2-number combinations to make numbers 5-9. (Phase 1 + Phase 2)  ☑ Using objects tells number stories for some 2-number combinations to make numbers 5-9. (Phase 1 + Phase 2) ~~(~~addition and subtraction stories) |  | Numbers up to 30  Introduce equations in combinations 5,6 | Estimate and count quantities up to 30 , teacher guided  Stations 2  Make combinations for number 6- 7 including equations  Small groups  teacher guided  Stations 2  **Homework: Heinemann workbook 5, 2 or 3 missing pages from your class**  **NOTE: Stations 1 (1 block)**  **Stations 2 (1 block)**  **Missing period to catch up in agenda** | Toy theater (independent) stations 2  Combinations for 7 (Stations 2 with teacher)  Homework: toy teather | Introduce # (7) stories  (station)  Homework  Heinemann 1 WB 7  Pages 1,2,3,4 | **Stations**:  Estimation/Connect numbers with quantities (with teacher)  Combinations for 8 (with a teacher)  Independent, Heinemann WB 7 | Last formative of identifying numbers (stations 2 with teacher)  Connects numbers with quantities (10-30) (independent station 1)  Heinemann 1 workbook 7/ addition to 10 (Independent station 2)  (Combination for 8)  Number stories (station 2 with teacher)  HOMEWORK HEINEMANN 2 WORKBOOK 2 PGS. 19, 20 |